SCHOOL TO WORK PROGRAM 2015

OVERVIEW

Data reported by 476 schools in 2015

School to Work Program Key Result Areas

- Planning Transition Pathways
- Exploring Career Futures
- Strengthening Student Learning Outcomes through Vocational Learning
- Building Networks and Connections

NSW GOVERNMENT Education Public Schools

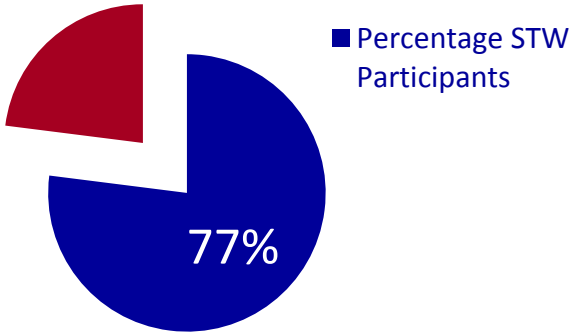
School to Work .com.au

School to Work Program Participation

In 2015 there were:

476	*Reporting schools*
141,000	*Years 9-12 participating students*
77%	*STW Program participation rate for Years 9-12*

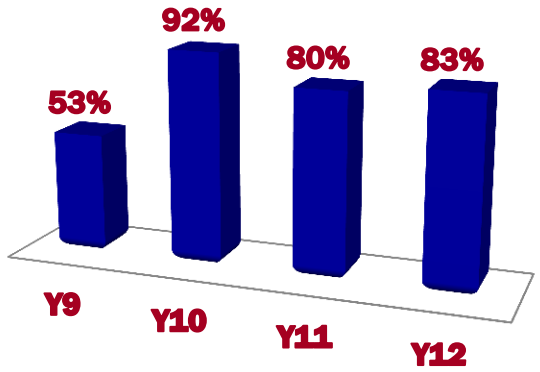
STW Participation: All Students Years 9-12



The School to Work Program centres on Stage 5 (Years 9-10) and Stage 6 (Years 11-12) students. Some schools include Stage 4 (Years 7-8).

73%	*Stage 5 (Years 9-10) participation*
81%	*Stage 6 (Years 11-12) participation*
47,402	*Highest number of STW students Year 10*

STW Participation: Years 9-12



Equity Group Participation

English as an Additional Language/Dialect Students

10%	*EAL/D student share of Years 7-12 STW participation*	
15%	*Largest share of EAL/D student STW participation*	Year 8
4,230	*Highest number of EAL/D student STW participants*	Year 10

Key features

In 2015 English as an Additional Language/Dialect students constituted the largest equity group participating in the STW Program. These are students needing EAL/D support.

ATSI Students

8%	*ATSI student share of Years 7-12 STW participation*	
15%	*Largest share of ATSI student STW participation*	Year 7
3,494	*Highest number of ATSI student STW participants*	Year 10

Key features

ATSI student STW participation as a percentage of total STW participation has increased slowly but steadily in the past seven years.

Students with Disability

7%	*SwD share of Years 7-12 STW participation*	
13%	*Largest share of SwD STW participation*	Year 7
3,056	*Highest number of SwD STW participants*	Year 10

Key features

In 2015 the number of students with disability participating in STW activities increased by 18 per cent from 2014.

Planning Transition Pathways

The Key Result Area *Planning Transition Pathways* supports students to develop confidence in self-managing their career and transition planning. A range of activities and programs supports students to articulate a personal career and transition plan and to record their plan. Some schools have a specific Transition Adviser to assist targeted students in their transition planning.

Students with Career and Transition Plans

476 schools reported in 2015 indicated that:

93%
Years 9-12 STW participants were able to articulate a career and transition plan.

67%
Years 9-12 STW participants have a written career and transition plan.

Support for Career and Transition Planning for Identified Groups

Students with disability: Emphasis on personal structured support to build work related skills, confidence and develop personal and life skills.

English as an Additional Language/ Dialect students: Strong emphasis on lifting English language and literacy skills and EAL/D support for careers events and workplace learning activities.

Students from low socio-economic backgrounds: Focus on building self-confidence, self-esteem, resilience, aspirations, motivation, personal development and access to various forms of financial assistance.

Targeted support, programs and activities were provided to students in identified groups that addressed each student's individual needs and circumstances. Personal, educational, and career and transition support were provided.

Students who are Reluctant Learners: Focus on reengaging students with learning through programs/activities to stimulate interest, services to address underlying issues, and support in planning for their future.

Students planning to leave with a Record of Student Achievement (ROSA): Provision of flexible learning options, work readiness, job search skills, career and exit plans, personal development and additional qualifications and skills to maximise the value of the ROSA.

Rural or remote students: Focus on equality of access to career and transition activities available to students in regional and metropolitan areas.

Indigenous students: Focus on building self-esteem, confidence, life skills, cultural identity, and targeted workplace learning and careers events.

Impact of Transition Advisers

Overwhelmingly positive reports from schools indicate that Transition Advisers have strengthened and complemented career and transition activities resulting in improved student engagement, more informed student transition decisions, and more effective liaison and coordination with outside agencies and the community.

Exploring Career Futures

The Key Result Area *Exploring career futures* supports students to access people, opportunities and a variety of media to assist them to process information about work, education and training options.

Responses from 476 schools in 2015 indicated that:

At least 87%
of schools used multiple approaches to support students to access formal and informal careers advice and counselling.

→

Most used were
92% Individual appointment and guidance from Careers Adviser.
89% Careers Adviser meetings with groups of students.
88% Students dropping by Careers Adviser's office.
87% Providing a suitable space for careers interviews.

95%
of schools evaluated the impact of career advice/counselling.

→

- ***Evaluations examined the impact of careers advice/ counselling in terms of student outcomes, particularly post school outcomes, student choice of subjects and work experience, and targets in school management plans.***
- ***84% included students' views in evaluations.***

Most schools
supported students to use careers related websites in their career and transition planning

→

92% ***used Job Guide website.***

84% ***used tertiary institution websites.***

76% ***used myfuture website.***

A large majority of schools
provided other authentic learning opportunities for students in addition to work experience/work placement.

→

79% ***used volunteering.***

67% ***used community based work.***

61% ***used work-based learning.***

Strengthening Student Outcomes through Vocational Learning

This Key Result Area includes the development of employment related skills and making explicit links to vocational and enterprise learning in all curriculum areas.

Vocational learning

At least 75 per cent of schools indicated teachers used multiple approaches to deliver vocational learning.

84% *of schools indicated teachers included career related perspectives in their teaching.*

84% *of schools indicated teachers utilised industry websites, resources and worksites.*

77% *of schools indicated teachers used authentic profession, trades or industry processes in student learning.*

75% *of schools indicated teachers included work and enterprise content in their teaching.*

Employment related skills

88% *of schools described ways in which teachers supported students to develop and/or articulate employment-related skills.*

30% *of the above schools have the employment related skills embedded in the curriculum and/or in KLA teaching programs.*

Teachers supported students to articulate their employment-related skills primarily through:

- *resume preparation, reflection and discussion after lessons or career related events and activities, completing ERS Logbook log sheets and similar records, inclusion of employment-related skills in assessment tasks and through interviews.*

Enterprising learning

77% *of schools provided opportunities for students to be enterprising learners*

Opportunities included:

- *business enterprise activities eg running a school café or fund raising*
- *project based learning eg construction projects or event management*
- *business and leadership games and competitions e.g. robotics challenge, Australian Business Week*
- *work-based learning*
- *volunteering.*

Students gained a range of skills in: leadership, communication, financial, interpersonal, problem analysis and solving and business.

Vocational learning outcomes

Students have developed:

- *an understanding of the relevance of school learning to employment and the workplace*
- *awareness of career options and pathways*
- *employment related skills, an understanding of the world of work and employer expectations.*

Enterprising learning outcomes

Student outcomes included:

- *improved self-esteem and confidence*
- *greater engagement with school and learning*
- *heightened career aspirations.*

Building Networks and Connections

Schools develop and strengthen strategic connections, partnerships and networks to enhance student career, community and work-based opportunities.

Responses from 476 schools in 2015 indicate that:

91%
of schools had the development of community/business partnerships embedded in their school plan.

Partnerships provided • workplace learning • mentoring • guest speakers • site visits • resources • equipment • volunteering opportunities.

Partners included • business • industry •TAFE • universities • Workplace Service Providers • sporting organisations • community groups • government agencies • charitable organisations.

89%
of schools used at least three community linked activities to support students' career and transition planning.

97% workplace learning
91% careers expos
89% guest speakers
79% industry visits.

99%
of schools sought to engage parents, carers and elders in their child's career development.

95% parent interviews
94% subject selection processes
91% access to Careers Adviser
88 % newsletters.

58% of schools supported individuals to access multiple experiences
57% of schools used block release.
76% of all work experience participants were Year 10 students.

99%
of schools provided work experience for students.

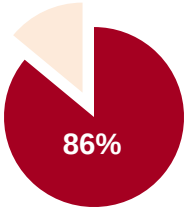
37,000 students did work experience.
4,200 were students with disability.

86%
of schools provided mentoring to support students' career and transition planning.

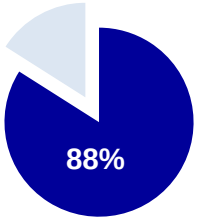
Students most targeted for mentoring: Year 12.

Reflections on Achievements

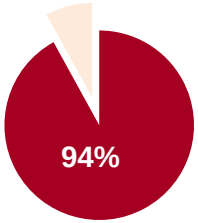
476 schools in 2015 reflected on how effectively eight outcomes were achieved in their schools.



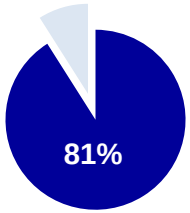
86% *of schools indicated that the statement, "Students are actively being supported to learn how to document and manage their career and transition planning", was true or mostly true.*



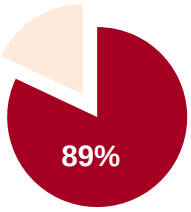
88% *of schools indicated that the statement, "Students are trained to locate and use career information", was true or mostly true.*



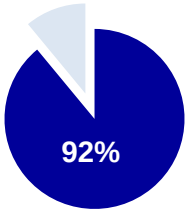
94% *of schools indicated that the statement, "Students are actively supported to investigate a range of industry and career options for their future", was true or mostly true.*



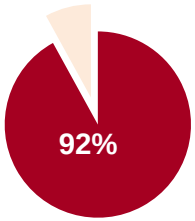
81% *of schools indicated that the statement, "The school uses current labour market information to inform student career planning", was true or mostly true.*



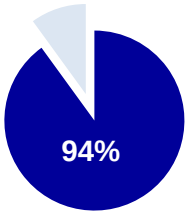
89% *of schools indicated that the statement, "Curriculum delivery in our school provides a range of vocational learning opportunities for students", was true or mostly true.*



92% *of schools indicated that the statement, "The school believes that vocational learning is contributing to improved student engagement", was true or mostly true.*

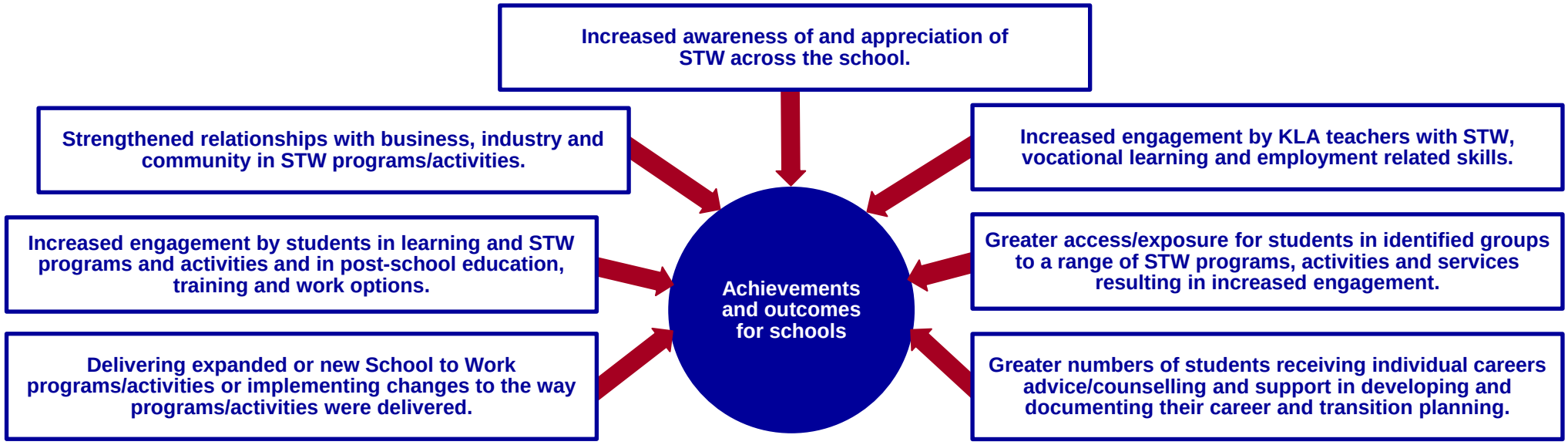


92% *of schools indicated that the statement, "Schools are supporting students to build and maintain a range of networks to support their career planning", was true or mostly true.*



94% *of schools indicated that the statement, "Students are actively supported to identify multiple career pathways to their preferred options", was true or mostly true.*

Achievements and Outcomes



Approaches Leading to Achievements and Outcomes

- Availability of particular programs that attracted student participation
- Programs/activities with a career planning focus
- Additional, new or extended programs/activities
- Better promotion of the STW Program to students, parents and across the school
- Workplace learning
- Financial assistance or funding
- Better promotion of the importance of vocational learning and career and transition planning
- Partnerships and stronger links with employers, industry, community, TAFE, universities and others
- More individualised approaches to support student career and transition planning
- Inclusion of vocational learning and ERS across the curriculum
- Adoption of whole school approach to the STW Program
- Enthusiasm, dedication and hard work from school staff, particularly Careers Advisers but also Learning & Support teachers/teams, and teachers
- Increased KLA teacher engagement with the STW Program and career/transition agenda

Challenges and Key Priorities

Challenging Aspects of the STW Program in 2015

- Time constraints and limited resources, particularly funding, for STW purposes.
- Extra workload and difficulties resulting from administrative/compliance requirements associated with work experience, the introduction of Unique Student Identifiers, EVET and changed funding arrangements for VET/TVET.
- Supporting and securing the active participation of at-risk and disinterested students in STW programs and activities.
- Accessing, organising and managing sufficient and suitable work experience places, particularly for high needs and at-risk students.
- Developing or maintaining a whole school approach to career and transition planning, and engaging KLA teachers in the career and transition agenda.

Key Priorities for Schools for the STW Program in 2016

- Provide new, additional or extended STW programs, activities and services targeting particular year levels or groups of students.
- Enhance the effectiveness of STW programs and activities; continue efforts to increase participation; and implement strategies targeting at-risk students.
- Build a higher profile for career and transition planning and career development across the school.
- Strengthen or establish whole school approaches to students' careers and transition; more training for and involvement of KLA teachers; and inclusion of vocational learning and employment related content in all KLA curriculum.
- Strengthen partnerships with parents and employ strategies to secure their active participation in their child's career and transition planning.
- Strengthen and expand partnerships with community, employers, tertiary institutions and other organisations to secure opportunities for students.
- Maintain or increase the use of technology for career and transition purposes.

Program Management

Reporting by 476 schools in 2015 indicated that:

Whole school management approach

75% *of schools had a whole school management approach.*

Membership of STW management teams
(Percentages relate to 356 schools with teams)

93% *of schools had an executive teacher on their management team.*

70% *of schools had the careers adviser on their management team.*

17% *of schools had a STW management team directly led by the principal, deputy principal or assistant principal.*

Use of online STW Program report

79% *of schools used the online STW Program report to inform the development and annual review of their school plan.*

85% *of schools used the report in the preparation of their Annual School Report.*

53% *of schools used the report for the school website.*

70% *of schools used the report for newsletters for parents, carers and the community.*